DOCUMENT RESUME

ED 412 814 HE 030 604

AUTHOR Obong, Edet E.
TITLE Nonacademic Needs of International and Noninternational College and University Students. First Edition.
ISBN ISBN-0-533-12247-3
PUB DATE 1997-00-00
NOTE 190p.
AVAILABLE FROM Vantage Press, Inc., 516 West 34 Street, New York, NY 10001 ($17.95).
PUB TYPE Books (010) -- Guides - Non-Classroom (055) -- Numerical/Quantitative Data (110)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS .*Acculturation; Attitude Measures; *College Environment; College Housing; College Students; Course Selection (Students); *Foreign Students; Higher Education; Questionnaires; School Orientation; Social Integration; *Student Adjustment; *Student Attitudes; Student Characteristics; Student College Relationship; Student Employment; Student Financial Aid; Student Needs; Student Participation; Student Personnel Services; Student Subcultures; *Student Surveys; Student Welfare
IDENTIFIERS American College Testing Program; *Atlanta University GA; Student Opinion Questionnaire

ABSTRACT

This study of nonacademic services provided to international and noninternational college and university students had three purposes: (1) exploration of differences that might exist between the nonacademic social service needs of international (non-native born) and noninternational (native born) students; (2) identification of a mean level of nonacademic needs; and (3) determination of the correlation between the nonacademic needs of students and the student services provided. The study, conducted at Atlanta University (Georgia), during the academic year 1983-84, investigated student services, living conditions, student finances, social relations, and acculturation for a sample population of 100 international and 100 noninternational students. The American College Testing Student Opinion Survey was used to collect data, which is summarized in 73 tables. Statistically significant differences of opinions were noted in following areas: satisfaction with involvement in campus activities; involvement in religious activities; availability of instructors; opportunities for student employment; accuracy of pre-enrollment information; and flexibility to design a unique course of study. Both groups were satisfied with honors programs and dissatisfied with availability of courses desired. Appended are copies of correspondence, the survey instrument, and additional statistical data. (Contains approximately 100 references.) (CH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****